

# 2021 Annual Report

## Roseville Public School



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## Introduction

The Annual Report for 2021 is provided to the community of Roseville Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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Roseville Public School

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## School vision

At Roseville Public School our goal is to constantly improve learning outcomes by developing every student and staff member to their maximum potential. Individual interests, talents and needs are identified and targeted as are required areas of development.

Every student is known, engaged and challenged to learn across a broad curriculum provided through evidence based teaching and learning programs and strategies, as well as an extensive range of additional enrichment opportunities. Students are prepared to think creatively and critically and to confidently adapt to changing technology in a dynamic world.

A strong sense of social and environmental responsibility as well as regular, effective communication will continue to develop and strengthen partnerships between home, school and the wider community.

Appropriate values and manners and an emphasis on student wellbeing underpin everything we do here at Roseville Public School.

## School context

Roseville Public School, located in Sydney's North Shore, first opened its doors in August 1913, catering for approximately 30 students. Over the years the school has steadily grown, currently catering for 600 students and their families. This number of students has increased significantly in recent years but has dipped in 2021 due to catchment area changes and current travel restrictions. Currently 29% of our students identify as non-English speaking background. This demographic has also changed substantially in recent years and continues to do so. In particular, a large amount of Asian families have recently joined our school which has been a wonderful addition. Roseville Public School currently has a high socio-economic rating. In 2021, we formed 25 classes across K-6, including two composite classes. The school has a total of 52 staff including teaching staff and School Administration and Support Staff (SASS). The school is well established within the local area with all aspects of the community being heavily involved and supportive since its inception. The RPS P&C and School Council are extremely active. Ways in which they support the school include: raising additional funds, facilitating major enrichment initiatives such as the Band program, managing the Canteen and Clothing Pool and providing regular parental and community insight into decision making and target setting. The school has long prided itself on high standards of student performance and high levels of respect and conduct. Our staff are dedicated and professional and are constantly striving to improve and adapt to the ever changing needs of our community.

When preparing the Strategic Improvement Plan, our entire community was consulted via our Situational Analysis process. The plan is based directly upon this consultation and data gathering. Following analysis of this data some clear areas for improvement did emerge. These include: developing a whole school approach to reading instruction, further improving our use of differing data platforms to improve teaching and learning, continued work in the use of formative assessment, an increased focus on wellbeing and student voice and the continued establishment of partnerships that improve our students levels of global citizenship.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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To improve student performance in targeted areas of Literacy and Numeracy. In particular, Reading and Problem Solving. Our school targets relate to increasing the amount of students within the top two NAPLAN bands for Reading and Numeracy as well as steadily increasing the percentage of students achieving expected growth levels.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Success in Reading
- Effective use of Data and Assessment to guide Teaching and Learning
- Enhanced Instructional Leadership Practices

### Resources allocated to this strategic direction

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**Professional learning:** \$0.00

**English language proficiency:** \$0.00

### Summary of progress

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**Success In Reading:** Our progress in this area was affected by COVID-19 restrictions. However we were still able to make significant gains in regards to delivering High Impact Professional Learning to our Literacy Project Team members. The leaders of the team completed the "Focus on Understanding Text" program and then upskilled the rest of the team on course content. In addition leaders of the team completed a "Science of Reading" course delivered by LaTrobe University. As a result, our shared understanding of what a quality Reading program comprises of has grown significantly. **Next steps:** Throughout 2022 our approach will be further refined, including developing a scope and sequence which includes guidance regarding preferred practices. Staff will be involved in and contribute to professional learning regarding Reading Instruction and our collective RPS approach. This professional learning will be based upon gaining an understanding of the 'Science of Reading' and how this will impact our programming and instruction delivery.

**Enhanced Instructional Leadership Practices:** Again, our progress in this initiative was hampered by COVID-19 and the restrictions we had to adhere to. For example, it was not appropriate for our staff to visit other schools. However, our understanding of Walk Throughs was further embedded and we were supported in this journey by our Director of Educational Leadership. We are more confident in our understanding of how effective our core programs are and how we can further support their successful delivery. Our formal Instructional Leader supported teachers who were new to a grade or the school and staff feedback was extremely positive about how confident they were in delivering core programs as a result. Across the school, our use of shared programming as a form of collaboration and moderation continues to grow. Utilising platforms such as Google Drive, staff are progressively moving towards utilising one corporate program and then differentiating based upon need. Again, this results in increased support and a deep collective understanding of teaching and learning programs. **Next steps:** In 2022, our Instructional Leader position role becomes full time and we will continue to unpack the role and how it best supports teachers and students at RPS. As well as focussing upon key support initiatives such as: Premiers Priority, High End Year 5 Growth, support for teachers who are new to a grade or the school, our Instructional Leader will work closely with our Stage 2 and 3 teaching teams to ensure the successful delivery of core Literacy and Numeracy programs which are aligned to our school targets.

**Effective Use of Data and Assessment to guide Teaching and Learning:** Despite the challenges associated with COVID-19, we were able to make significant gains in this area. We are now using more data platforms than we were previously, including SCOUT, PAT, Check In Assessments and Tell Them From Me surveys. We are also using them in greater depth which is resulting in adaptations to our teaching and learning programs. We have more targeted small group intervention programs, including our Premiers Priority Program, High Achievers program and English as an Additional Language or Dialect problem solving program running which is based on identified students and specific areas for development. These programs target SIP progress measures. Throughout 2021, our teachers also completed the Dylan Wiliam's "Embedding Formative Assessment." As a result, our use of formative assessment has increased, resulting in less teaching and learning time being spent upon formalised assessment tasks. **Next steps:** In 2022, our focus upon formative assessment strategies will continue via professional learning sessions with all teachers. In addition, we will be refining our assessment policy as well as creating a visual K-6 summative assessment schedule, which staff can collectively analyse and discuss where further reductions may occur.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>One major strategy that we are using to achieve our goal of improving expected growth in Numeracy is by improving our Instructional Leadership practices. This will develop over time so no uplift in growth is predicted in 2021. However, improved practices are aimed to highlight improved student performance, in line with the 2023 student growth targets.</p>	<p>Our Instructional Leadership practices have developed further throughout 2021. We have refined our Walk Through practice following guidance from our Director Educational leadership. Further HIPL is planned in this area.</p> <p>We have also successfully implemented a designated Instructional leader within RPS. This position will be full time in 2022. The primary purpose of the role is to support teachers in the successful implementation of our collective Literacy and Numeracy core programs. Over the year we have continued to refine practice and define our expectations and approach.</p>
<p>2021 is designated as a year of Teacher Professional Learning and investigation with regards to defining a Reading instruction approach across K-6. As such, we are not targeting a specific rise in student performance within this area.</p>	<p>Despite the challenges of COVID-19, our Literacy Project team members were able to engage in a significant amount of HIPL in the area of Reading Instruction. The purpose was to be able to make an informed decision as to which approach to Reading Instruction the school would take. The professional learning that staff were involved in included "Focus upon Understanding Texts" which was provided by the NSW Department of Education and a number of external courses focussing upon "The Science of Reading." This professional learning will be delivered to Executive and then all teaching staff in 2022. By it's conclusion we are planning to have defined our ongoing approach to reading instruction and relevant assessment.</p>
<p>In 2021 NAPLAN results it is hoped that the percentage of students achieving within the top 2 NAPLAN for Numeracy bands is maintained at current levels. Interventions and strategies will be further focused upon with the goal of achieving the 2022 target.</p>	<p>NAPLAN results indicated a slight rise in the percentage of students achieving in the top 2 Bands for Numeracy. In 2021, 75% of our students placed in the top 2 NAPLAN bands for Numeracy. This is in line with our Premiers Priority target. Over the course of time, our targets are for an even greater uplift and our interventions and programs are being designed based upon identified need in this area.</p>
<p>2021 is designated as a year of teacher professional learning and investigation with regards to defining a Reading instruction approach across K-6. As such, we are not targeting a specific rise in students achieving in the top 2 NAPLAN bands for Reading.. We are aiming to maintain current levels.</p>	<p>Despite the challenges of COVID, the Literacy Project team were able to engage in a significant amount of High Impact Professional Learning in the area of Reading Instruction. However, the overall plan has been delayed by approximately 6 months. So, the team will continue to upskill at the beginning of 2022 before defining the approach our school will take. Once this has been finalised the team will lead the remainder of staff in professional learning and develop an RPS Reading Scope and Sequence. This will include an outline of our preferred practices. In 2021, 82.5% of our students achieved in the top 2 NAPLAN bands for Reading and this is in line with our long term targets.</p>
<p>The 2021 SEF SaS will indicate growth within the element of Data Skills and Use. Staff feedback will indicate increased confidence in applying a full range of assessment strategies following the schools promotion of professional learning in data concepts, analysis and use of student assessment data and related tools..</p>	<p>Feedback indicates that our staff are becoming more confident in their own and the school's use of various data platforms and sources. In particular, confidence regarding the effective use of program evaluations has increased significantly. We are moving towards our long term goal of Excelling within this area. We achieved a rating of Excelling in 10 of the 14 elements of the School Excellence Framework. The remaining 4 were assessed as Sustaining and Growing.</p>

## Strategic Direction 2: Support and Wellbeing

### Purpose

With the goal of increasing levels of student and staff wellbeing levels, we will actively engage in providing different opportunities for this to occur as well as providing all stakeholders with an increased opportunity of providing feedback in this area.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Increased Levels of Student and Staff Wellbeing
- Increased levels of student voice and access to data sources.
- Student Attendance

### Resources allocated to this strategic direction

### Summary of progress

**Increased Levels of Student and Staff Wellbeing:** In 2021, RPS successfully held its first formal staff wellbeing week. Staff feedback was very positive, although some suggestions for improvements were also made. The initiative will continue in 2022 and it is planned to include a similar type of program for students. This follows a series of extremely popular student wellbeing days during Remote Learning. Our staff mindfulness sessions were affected by the challenges of COVID. We were unable to gather as a staff and our priorities shifted. Overall, staff enthusiasm was not high and it is unlikely that we will continue these sessions moving forward. Despite the challenges of COVID, an RPS P&C Wellbeing Committee was established and worked with the School Counsellor to help assist with our Transition to High School program. It is expected that this committee's input will steadily grow. **Next steps:** In 2022, we will be implementing a range of student wellbeing afternoons. This follows extremely positive parent feedback about our inclusion of Wellbeing Days during Remote Learning. We will also be developing our own RPS Wellbeing Framework which highlights what RPS is doing to address each of the 5 domains of the Wellbeing Framework.

**Increased levels of student voice and access to data sources:** In 2021, RPS engaged in the student Tell Them From Me Surveys. This complemented our continued use of the Progressive Assessment Test (PAT) Wellbeing survey. There have been no significant trends or areas of potential concern emerge as yet. However, the rating of our Library environment and program is extremely high, well above state averages. Due to COVID challenges, we were unable to complete student focus groups to further unpack these survey responses. **Next steps:** In 2022, we are planning to conduct student focus groups following the Tell Them From Me surveys and we are also planning to use the Tell Them From Me surveys with parents and staff.

**Student Attendance:** Throughout 2021, we developed a range of processes to better monitor and support non-attendance. These ultimately included identifying students who were attending less than 90% of the time and then contacting their families directly in an effort to highlight the issue and provide any required support. However, due to Remote Learning accurate attendance levels were difficult to monitor and address. **Next steps:** We'll continue to utilise this process in 2022 although the challenges in achieving set targets will remain unchanged. The NSW Department of Education has paused this school target in 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
As initiatives are being embedded, there is not expected to be a move in our SEF SaS rating for the element of Wellbeing.	Our 2023 goal is to achieve a School Excellence Framework rating in the area of wellbeing of Excelling. We are confident that the initiatives we are developing are moving us towards this rating and staff feedback has initially been very positive. In 2021, our rating was Excelling in this School Excellence Framework element. The challenge is now to maintain this rating and build upon what we are doing.
Proportion of students attending more	We easily achieved our target in this area. However, the statistics are

than 90% of the time will increase to 94%.	probably misleading as Remote Learning made the accurate tracking of non-attendance difficult. Hence, this target could not genuinely be addressed in 2021.
<p>Baseline data will be gleaned from initial student Tell Them From Me Wellbeing surveys and these will inform future progress measures and improvement targets.</p> <p>As initiatives are being implemented in 2021, no uplift in results is expected in the PAT Social-Emotional Wellbeing Survey.</p>	<p>Our goal is to increase the percentage of students who achieve ratings of either Highly Developed or Very Highly Developed levels of social-emotional wellbeing. In 2021 this percentage was 45.2% which is well above our target. However, this figure is expected to fluctuate from cohort to cohort.</p>



## Strategic Direction 3: Citizenship

### Purpose

Parents and staff consistently report that our students live 'in a bubble' and that it's vital for them to develop greater levels of global citizenship and awareness. As such, we will continue to develop partnerships with organisations that offer an alternate way of life than the majority of our students are exposed to. Engagement with these groups will take place in multiple forms, including face to face and electronic methods.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Increase in student knowledge of Aboriginal perspectives, history and culture.
- Exposure to differing personal challenges and cultures

### Resources allocated to this strategic direction

### Summary of progress

**Increase in student knowledge of Aboriginal perspectives, history and culture:** Many of our planned initiatives in this area were unable to proceed due to the challenges of COVID and Remote Learning. However, a link has been established with our local Aboriginal Education Consultative Group and we have also formed an additional relationship with the "SWAY" Kindergarten cultural immersion program which is run by the Royal Far West School. **Next steps:** . In 2022, we are planning on implementing the Kindergarten SWAY (Sounds, Words, Aboriginal Language, Yarning) program as well as continue to establish links with the Gawura Aboriginal Education Consultative Group. We are also hopeful that we will be able to deliver a whole staff cultural immersion professional learning session during the Term 3 Staff Development Day.

**Exposure to differing personal challenges and cultures:** Our partnership with the Pararoos continues to grow and develop. We were fortunate to participate in numerous player/student Zoom Q&A sessions. We also erected a Paraross display board within our playground. Student survey responses indicated an increased understanding and awareness of the Pararoos as well as the challenges that people living with disability face. Unfortunately, COVID challenges meant we were unable to proceed with our planned trip to our Sister School Bourke PS and they were unable to travel to us. We were also not able to engage as meaningfully with Blaxcell St. PS as we would have liked. **Next steps:** As restrictions regarding excursions continue to be in place, it is unlikely that we will focus too heavily on our relationships with Bourke PS and Blaxcell St. PS. Hopefully the situation changes in 2023 and we can reengage wholeheartedly. To compensate for this, in 2022 we are planning on further developing our relationship with Wheelchair Basketball NSW, with a range of incursions planned as well as a fundraising drive.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
In 2021, results of the survey question, "the school provide's students with opportunities to make sense of their world and be responsible global citizens" are not expected to improve as initiatives are still being finalised.	The initiatives we are planning are still in the process of being implemented and embedded. Hence, we have not been able to measure their impact as yet.
In 2021, investigations into sending small groups of students to both Bourke PS and Blaxcell St PS will be initiated and trialled. This will also apply to students from those schools visiting RPS.  Two Pararoos player visits will be	Due to COVID related challenges, we were only able to assess the impact that our involvement with the Pararoos was having upon our students levels of global awareness. Results indicated that our steady building of this partnership is having a positive impact with close to 85% of students outlining that they knew a substantial amount about the Pararoos, the effects of cerebral palsy and the challenges that people living with disability face.

<p>scheduled, either face to face or zoom and will coincide with the annual fundraiser. Student surveys will be conducted to gain an understanding of whether their knowledge of the Pararoos and the challenges that people living with disability face is growing.</p>	
<p>In 2021, links and contacts will be further developed with the AECG (Aboriginal Education Consultative Group), including identifying key curriculum contacts.</p>	<p>A link has been established with our local AECG. However, in developing this link it was discovered how short staffed an organisation they are and how challenging it is for them to help schools individually. So, we will continue to attend meetings and attempt to have staff guide us in projects and initiatives that also involve other schools. As another form of individual curriculum support, a relationship has been developed with the SWAY (Sounds Words Aboriginal Language Yarning) program which focuses on building the cultural awareness of Kindergarten students. RPS will be participating in this exciting program in 2022.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$22,400.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Roseville Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> <li>• supporting reading instruction across Years 1-5. Via small withdrawal groups and team teaching.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified students receiving extensive and timely support as they join the school. Students are progressing through the program in an efficient manner and the added support is great with assisting their progression into mainstream classes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> We are happy with our approach to this program. However, ensuring that we have adequately trained staff to call upon if funding increases suddenly is always a challenge. Assessment data has also highlighted that we have a group of students who are moving from Year 2 to Year 3 who require additional support in the area of phonics.</p>
<p>Integration funding support</p> <p>\$53,950.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Roseville Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release for targeted professional learning around challenging behaviour/emotions and Autism Spectrum Disorder.</li> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of support plans.</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified students receiving tailored support to assist their academic and social/emotional development.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to focus upon developing detailed and tailored support plans that have high level input from all relevant stakeholders.</p>

<p>Socio-economic background</p> <p>\$5,604.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Roseville Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• equitable access to specialist resources</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all students having the opportunity to participate in all extra curricula opportunities, including those which are coordinated by our parent body.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continuing to actively broadcast the availability of support, with reference to all areas of the school. As always, one major challenge is encouraging our community to seek assistance when it is required.</p>
<p>English language proficiency</p> <p>\$187,922.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Roseville Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Success in Reading</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified students progressing through the EALD levels quickly and efficiently. Students have been accessing support both in small groups and within the classroom setting. Parents and carers have also received additional support and have worked closely with RPS staff, further embedding strategies at home. This was particularly evident during our Remote Learning programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Modifications have been planned for our EALD Parent Information Evenings. This year they will be split into Years 1-6 and Kindergarten only. The Kindergarten meetings are far more detail oriented as these families are just commencing their involvement with the program. Further implementation of the Newman's Error Analysis worded problem solving program is also planned and this will be supported by the Numeracy Project Team</p>
<p>Low level adjustment for disability</p> <p>\$94,416.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Roseville Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>

<p>Low level adjustment for disability</p> <p>\$94,416.00</p>	<p>their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A wide range of students receiving additional support both with their learning and with their social/emotional development. Staff also received tailored professional learning so that they are better equipped to deal with individual student need.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuing to ensure that we are able to employ highly trained Student Learning &amp; Support Officers who are confident to implement and support both classroom and playground based support programs. Our Learning &amp; Support Teacher's primary focus will continue to be on providing small group Literacy support as well as support for teachers who are catering for students who have additional needs.</p>
<p>Professional learning</p> <p>\$39,685.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Roseville Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Success in Reading</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved collective Teaching and Learning program delivery as well as improved catering of individual student need, both for those with learning difficulties and disabilities as well as those identified as high performing or gifted.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to analyse the current needs of the students and staff via various forms of data and surveys. Major focus areas will be: reading instruction; formative assessment and the embedding of indigenous perspectives into curriculum.</p>
<p>Literacy and numeracy</p> <p>\$31,130.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Roseville Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Literacy and numeracy</p> <p>\$31,130.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> a continued small amount of students performing in the lower NAPLAN bands for Reading as well as a continued reduction of students scoring in the middle NAPLAN bands for Reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> As our approach to Reading instruction emerges, our support programs will need to mirror the strategies that are being used. This will require increased professional learning for our EALD, reading support, student learning support officers and learning &amp; support teacher.</p>
<p>QTSS release</p> <p>\$122,769.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Roseville Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> a collective approach to the delivery of Teaching and Learning programs and the opportunity for Assistant Principals to have more access to their team members classrooms, resulting in increased levels of teacher support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> We are confident with our approach to utilising this funding. Team planning days are scheduled to continue and we will continue to upskill our Executive staff on effective classroom walk throughs. All of these measures are designed to ensure that we are collectively delivering outstanding corporate Literacy and Numeracy programs.</p>
<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Roseville Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p>outlined in the School Improvement Plan</p> <p><b>The allocation of this funding has resulted in:</b> a focus in Reading Support amongst K-2 students, in particular.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to analyse the need in all K-2 Literacy areas. Support may be more widespread than Reading.</p>
<p>COVID ILSP</p> <p>\$21,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy, in particular in Reading.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students across Years 1-5 receiving small group or individual support in Literacy and Numeracy based upon need. Ensuring that gaps that occurred during Remote Learning are identified and then closed.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continuing to ensure that our identification processes are accurate and are based upon reliable assessment data. In 2022, initial assessment results and the areas where we are able to provide support will likely result in our COVID ILSP funding being directed to Year 5 students.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	323	320	344	337
Girls	323	318	315	281

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.9	95.8	95.7	97.5
1	96.9	95.6	95.2	95.9
2	96	95.3	96	96.3
3	96.9	94.9	96.2	96.8
4	96.6	95.4	95.9	96.1
5	96.5	96.3	96	94.8
6	95	94.8	95.9	94.3
All Years	96.5	95.4	95.9	96
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.



Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.19
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	4.06

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	199,280
<b>Revenue</b>	5,820,356
Appropriation	5,241,460
Sale of Goods and Services	234
Grants and contributions	578,100
Investment income	162
Other revenue	400
<b>Expenses</b>	-5,804,852
Employee related	-5,027,230
Operating expenses	-777,622
<b>Surplus / deficit for the year</b>	15,504
<b>Closing Balance</b>	214,783

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	55,298
<b>Equity Total</b>	287,942
Equity - Aboriginal	0
Equity - Socio-economic	5,604
Equity - Language	187,921
Equity - Disability	94,416
<b>Base Total</b>	4,348,967
Base - Per Capita	162,455
Base - Location	0
Base - Other	4,186,513
<b>Other Total</b>	424,833
<b>Grand Total</b>	5,117,040

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Due to the nature of the year, our surveying practice was not as per normal. However, we did survey all stakeholders about numerous aspects of the school including the effectiveness of our Remote Learning programs as well as our approach to addressing the area of Wellbeing.

Overall, our parents/carers expressed a high level of satisfaction regarding our Remote Learning programs. 97% of respondents reported that they were pitched at the correct level and were engaging. One suggestion that we responded to was increasing the amount of student/teacher Zoom sessions for our younger students. In particular, we increased these in an effort to better address Literacy and Numeracy outcomes. As a result, teachers progressively doubled these sessions.

Our approach to Wellbeing was also reported as being extremely successful by parents and students. In particular, our nominated Wellbeing Days and the program we provided were well accepted. 93.1% of parents/carers rated the days and the outlines as excellent and recommended incorporating aspects of them into a normal school approach. Students also reported that their levels of overall Wellbeing did not fluctuate substantially throughout the year and generally remained high. However, the overall sense of belonging levels did reduce slightly, as per the Tell Them From Me survey responses and this is something we will address next year. We are planning to continue to implement versions of student and staff wellbeing days/weeks.

Our staff reported, via the School Excellence Framework School Assessment Survey, that our school continues to perform at a high level with 10 of 14 elements being assessed as Excelling. The area that staff reported that we could improve upon the most was our use of data to guide teaching and learning programs. This area will continue to be addressed as per our Strategic Improvement Plan.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.